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Some of the methods used and the actions taken with respect to minority groups and racial problems within the Oakland, California Public Schools are presented. Introductory material includes a short presentation of the historical background relative to culturally diverse groups and a discussion of the situation as it existed in 1964.

Several specific civil rights problems are discussed in addition to the actions taken to alleviate them. These include "Concern Relating to Neighborhood School Boundaries," "The Effect of Open Enrollment Upon Racial Imbalance," and "Percentage of Counselors Representing Minority Groups."

Compensatory Education Programs in California include the Oakland Interagency Project, the California State Compensatory Education Program ("McAteer Projects"), the Ten School Project, and several individual school projects. The budget for 1964-65 alloted $1.5 million for compensatory programs and special services to the culturally disadvantaged.

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PROGRESS REPORT OF STUDY AND ACTION

RELATED TO

CIVIL RIGHTS PROBLEMS AND COMPENSATORY EDUCATION PROGRAMS

OAKLAND PUBLIC SCHOOLS

Oakland, California

March 31, 1964

Bennett O. Stalvey

FOREWORD

The following report has been written in answer to a request from the California School Boards Association to submit a description of this school district's activities related to civil rights problems and compensatory education programs. The report is divided into four areas: (1) Introduction, (2) Civil Rights Problems, (3) Compensatory Education Programs and (4) an appendix of materials related to each. The appendix is a separate document including items referred to throughout the body of this report and is available upon request.

Although this statement is of considerable length, it does not attempt to be a complete portrayal of the problems facing urban areas in the 1960's. Rather it seeks to call attention to specific problems upon which the administration and the Oakland Board of Education have been focusing their attention during the past two years, and to give a brief account of actions taken along with resulting changes in policies or procedures. In addition, there is included a description of programs developed which relate particularly to meeting the needs of culturally and educationally handicapped youth.

Attention should be called to the fact that compensatory education programs and special services provided the culturally disadvantaged student in Oakland will amount to a cost of approximately $1,500,000 in 1964-1965. These programs and services include smaller class size, oral language project, reading workshop, special reading program, program for potential drop-outs, student tutors, special field trips, additional testing, extra time allotment for school nurses, more time of guidance consultants and attendance supervisors, special programs for educationally handicapped, special adult classes, additional classes for the mentally retarded, summer elementary schools for children achieving below expectation in reading, district share of Interagency Project, special in-service training for certificated staff, and direct supervision. Not included in the cost estimate is the charge for additional classrooms required to provide the smaller classes.

The report cannot hope to reveal adequately the time and effort devoted to the study of these critical matters by the staff and the members of the Board of Education. There is no implication that problems have been solved. However, we hope it is obvious that there is continuing study of the problems related to cultural diversity, that considerable progress has been made, and that with the concern demonstrated by the staff, the Board of Education, and the community this progress will continue.

STUART S. PHILLIPS
Superintendent of Schools

TABLE OF CONTENTS

Page

I. INTRODUCTION

Historical Background 5
Oakland - 1964 6
Civil Rights Problems 6
The Key to Progress Toward Solving Problems 6
District Actions on Civil Rights Problems and Educational Programs . 7

II. CIVIL RIGHTS PROBLEMS

Financing Education, Building Needs, Civil Rights Issues 8
State Financing to Solve Urban Problems 8
Heyman Report on Civil Rights Issues in Oakland 9
Concern Relating to Neighborhood School Boundaries 9
Racial Imbalance and School Boundary Changes 10
What Are the Facts Regarding Racial Imbalance in the Schools? . . . 10
The Effect of Open Enrollment Upon Racial Imbalance 11
Relationship of Achievement to Racial Imbalance 11
Lack of Instructional Material Relating to the Contribution of the Minorities to American Culture 11
Should Gifts from Parent Organizations be Permitted to Be Directed to the Neighborhood School? 12
Are Instructional Supplies Allocated on an Equal Basis to All Schools? 12
Board of Education Policy Relating to Discrimination in Housing . . 12
What Is the Employment Policy in Relation to Race and Where Are Minority Group Teachers Assigned? 12
Percentage of Counselors Representing Minority Groups 13
Are Teachers in the Low Socio-Economic Residential Areas as Well Qualified as Teachers in the Upper Socio-Economic Areas? . . . 14
Equality of School Housing 14
Playground Area vs. Portables and Lower Class Size 15
Site Selection and Racial Imbalance 15
Firms Violating Fair Employment Practices Act Regulations 16

III. COMPENSATORY EDUCATION PROGRAMS

General Activities and Services Contributing to Compensatory Education 17
Pupil Personnel Services 17
Health Services 17
Special Education 17
General Reading and Language Programs 18
Surveys and Screening Tests 18
Allotment of Teaching Staff 19
In-Service Training for Compensatory Education 19
Pre-Service Training for Work with Culturally Disadvantaged . . 20
Development of Curriculum Materials 21
Adult Education Related to Compensatory Education 21

Page

Oakland Interagency Project ("Ford Foundation Project") 24
Pre-School 24
Elementary School Reading and Language Development 24
Elementary School Counseling 24
Elementary School Libraries 25
Junior High 25
Youth Study Centers 25
Adult Education 26
Cultural Enrichment 26
In-Service 26

State Compensatory Education Program ("McAteer Projects") 26
Counseling, Occupational Exploration, Remedial Education Project 27
Language Development Project 27
Achievement and Motivation Project 27

Ten School Project 27

Individual School Programs 28
Diagnostic and Remedial Reading Project 29
Primary Class for Spanish-Speaking Students 30
Longfellow Center for Academically Talented 30

Other Special Projects 30
Pre-School Program for Culturally Disadvantaged Children and Parents 30
Program for Pregnant Girls 30
Program for Educationally Handicapped Minors (AB 464) 31
Youth Opportunities Project 31

Coordination 32

I
INTRODUCTION

Historical Background

The City of Oakland is located on the east shore of the San Francisco Bay, and due to this favorable location has become the focal point of growth in the East Bay Area. As its population increased, Oakland followed the tradition of most port cities in welcoming a goodly representation from many racial and ethnic groups. In some cases, those of the same ethnic or cultural background settled together in a residential area which became a distinct community highly influenced by their particular culture; hence, there developed the Italian districts, the Portuguese areas, the Mexican-American district, Chinatown, etc. Over the years these districts became diluted and integrated with the ebb and flow of Oakland's population and as people established residences in all areas of the city complex.

Records of the Oakland Public Schools date back to 1870, although in this early period the school district included only a portion of the city's incorporated area. However, as the separate districts such as Fruitvale, Melrose, and Maxwell Park became more inter-dependent, their schools were annexed to the Oakland School District. These schools continued to be the hub of the community, and reflected the changing social patterns and family cultures of the neighborhoods they served.

Prior to World War II, the Negro population in Oakland was small in relation to that of other races. But from 1940 to 1950 the number of Negroes jumped from 8,462 to 47,562 while the population for the city as a whole moved from 302,163 to 384,575. Entire neighborhoods turned from predominantly Caucasian to predominantly Negro, and as the neighborhood school boundary was a traditional policy of the Oakland Board of Education, a number of schools became predominantly Negro in a short span of time.

The Oakland school administration and Board of Education recognized the significance of the sociological changes taking place and for ten years had the unique distinction of being the only school system with a full-time director of human relations to work with the staff, pupils, and parents of the community. During the years 1950-59, the Negro population spread into all areas of the city, and a smooth integration was effected in virtually all of the secondary schools and most of the elementary schools. Consequently, when financial curtailments were effected in 1959, the position was abandoned and the functions of the office decentralized to the principals of the various schools.

The Oakland Public Schools have long held an enviable record of national proportion due to the fine leadership of the Board of Education and an excellent staff. Recognizing individual differences, Oakland was one of the first school districts to offer classes for the mentally retarded and physically handicapped, to vary class size according to the ability of pupils, to establish a department of individual guidance, or to offer health services. Oakland was also a leader in introducing audio-visual aids and library services and developing curriculum materials.

Oakland - 1964

The 1960 Census reported a population of 367,548 for the City of Oakland with 83,618 Negroes, 23,729 with Spanish surnames, 246,794 other whites, and 13,407 of other races. The Oakland school district includes 68 elementary schools, 16 junior high schools, six senior high schools, and a city college with a total enrollment of 73,582.

Oakland has all the problems of other core cities across the nation. The lower socio-economic group of the city is composed largely of Negroes along with a relatively smaller number of Mexican-Americans. These minorities for the most part originate from rural areas and have little or no training or experience to prepare them for success in the pattern of urban life. In addition, these minorities possess problems resulting from segregation and discrimination, and in the cities they on many occasions continue to face practices which discriminate to their disadvantage. Hence, we find the poorest housing in our city occupied largely by these same minorities, with the resulting overtones of segregation; further, the children from these areas possess the educational problems typical of the lower socio-economic group with the additional imponderables related to discrimination -- evil self image, inability to identify with the culture, lack of motivation.

Consequently, an increasing number of boys and girls in Oakland schools reveal such difficulties as lack of readiness for academic work, poor prognosis for success as measured by traditional tests, low achievement particularly in language skills of reading and writing, low interest in school assignments, low motivation toward typical goals of our youth -- high school graduation, college, or employment. Correspondingly, an increasing amount of the district's financial resources as well as time and effort of the Board of Education and staff are devoted to (1) modifying present or developing new programs to serve these young people; (2) re-examining staff attitudes, teaching procedures, and methods -- our whole approach to these students; (3) providing smaller classes and developing specialized counseling services for both parents and children.

Civil Rights Problems

Oakland along with many other cities of the north has been challenged on a number of issues relating to civil rights. Primary charge made by the NAACP against the schools is that of de facto segregation. However, related questions have been raised concerning the quality of school buildings, allotment of instructional supplies, instruction relating to the contributions of the minorities, as well as the relative competence of the teaching staffs.

The Key to Progress Toward Solving Problems

There is no magic formula for the solution to problems of urban areas, but the single most important factor in Oakland's progress is that of the Board members' sincere interest in, concern for, and dedication to all youth of the school district. This interest, concern, and dedication is reflected in many hours devoted to thoughtful deliberation upon educational problems. It is also reflected in careful listening to representatives of various organizations as well as

individual citizens. Every courtesy is extended to those who wish to address the Board, and actions are frequently postponed in order to allow people an opportunity to be heard.

Further, the Board has met frequently as a committee of the whole for the specific purpose of analyzing civil rights issues, and a tremendous amount of data has been developed by the staff for Board study. A list has been developed of board meetings and committee of the whole sessions which were devoted in large measure or entirely to a discussion of these urban problems or during which significant recommendations were made or action taken. The list highlights the frequency of the Board's deliberations but can in no way reflect the number of hours consumed in listening to presentations or reports, analyzing data, questioning staff members or working out agreements on policies and programs (Appendix, No. 1).

An essential element to any successful solution of these complex problems is a continuing study by the staff, the Board of Education, and the community; a study carried on in such a manner as to insure involvement of many people, good lines of communication, along with continuing reevaluation of the educational program. The Oakland Board of Education has given great emphasis to keeping people involved and communicating; to sharpening perceptions of the nature of the problems; to the need to read, to listen, to think, to discuss. It is this process which is largely responsible for Oakland's progress, and it is only through this process that we can insure any real success in solving the problems of urban communities.

District Actions on Civil Rights Problems and Educational Programs

Although civil rights problems and educational programs are closely interrelated, they have been arbitrarily divided into two sections in order to highlight the issues which receive the greatest publicity as contrasted to program development which does not necessarily receive sufficient news coverage to draw public attention.

To facilitate a short survey of the studies, recommendations, and actions of the administration and the Board of Education, a brief statement is given on (1) each study, recommendation, or action relating to a civil rights problem, and (2) each of the programs specifically developed or augmented to meet the problems posed by cultural diversity in large cities.

II
CIVIL RIGHTS PROBLEMS

1. Problem: Financing Education, Building Needs, Civil Rights Issues

   Action: Citizens Committee on School Finance, School Buildings, and Equal Educational Opportunities appointed 1963.

   During the fall of 1962, the Oakland Board of Education spent many hours discussing the desirability of appointing a citizens committee to study key problems facing education in Oakland — finance, building needs, and civil rights issues. These deliberations culminated in the appointment of a citizens committee composed of three sub-committees for the study of (1) school finance, (2) school housing, and (3) equal educational opportunities. The Citizens Committee is scheduled to report to the Board in the spring of 1964. (See charge to the committee, Appendix, No. 2.)

   Although the committee was appointed some time ago, the administration and the Board have not suspended their efforts in these areas. On the contrary, these subjects of major concern have continued to receive the concentrated attention of the administration and the Board, resulting in significant improvements in related policies, procedures, and educational programs.

2. Problem: State Financing to Solve Urban Problems

   Action: Participation in State Finance Study by Stanford Research Institute, June, 1963; communications with state legislators and Governor, 1963-64.

   The Oakland Board of Education is keenly aware of the fact that urban problems resulting from cultural diversity are the key problems facing America today. Across the nation there is a growing recognition of the fact that these urban problems are not merely local problems — they are state problems. Consequently, state funds are necessary to assist in providing smaller classes, specially trained teachers, job counseling and training, and varied compensatory education programs to raise the aspirational and achievement level of culturally handicapped children.

   In 1962 Oakland joined with 37 other school districts to employ the Stanford Research Institute to make a comprehensive survey of the financial needs of California public schools and the state's ability to support education. This report has been published, distributed widely to legislators and lay citizens, and a summary digest is included (Appendix, No. 3).

   In both 1963 and 1964, the Board has sent letters to the legislators supporting legislation to increase state aid to schools along with urging financial recognition of the critical needs of urban school districts. Representatives have been sent to legislative committee hearings and the President of the Board along with other members of the Board and staff members have carried their plea to the office of the Governor (Appendix, No. 4). In addition, the Board has scheduled conferences with each of the legislators from northern Alameda County in order to present personally the thinking of Board members relative to school finance.

School finance is also under consideration by a local citizens committee and a recommendation is expected to be presented to the Board during the spring of 1964.

3. Problem: Heyman Report on Civil Rights Issues In Oakland

   Action: A careful study by the administration and the Board of Education of the facts related to the many issues discussed in the report, fall, 1963.

In the fall of 1963, Professor Ira Heyman's report to the Civil Rights Commission was published. As indicated by Mr. Berl I. Bernhard, staff director of the Commission, this report "is based upon the personal survey and report" of Professor Heyman. Further, he states, "Our reason for conducting the study, one in a series of school systems studied, was not to indicate what should be done in Oakland Public Schools vis-a-vis civil rights. We have found human relations problems exist most everywhere in the United States in varying degrees. Should the Report in whole or in part be helpful to those who have the responsibility for administering a school system, then it serves as an additional benefit to all. Our purpose is only to collect meaningful and varied data which may assist us in meeting our statutory responsibilities." However, the administration carefully analyzed each of the various issues discussed in the report, and in committee of the whole sessions the Board devoted a substantial number of hours to getting at the facts as to policies and procedures as well as actual practice.

4. Problem: Concern Relating to Neighborhood School Boundaries

   Action: Approval of open enrollment plan to supplement boundary regulations, December, 1962.

Attendance boundaries for the Oakland Public Schools are established with considerable care and have been in existence many years. Criteria used in drawing boundaries are noted below:

1. Boundaries are generally established at the midpoints between schools.

2. Every attempt is made to minimize safety hazards.

3. Due consideration is given to availability and general pattern of public transportation.

4. Boundary changes are recommended in cases where the change would appear to be justified in the light of enrollment predictions, thereby limiting such changes to a minimum.

Within the present administration of our school boundaries, sufficient flexibility is provided to care for the needs of the mentally retarded, the physically handicapped, the gifted, the maladjusted, and others with special problems or concerns.

In the light of concern relating to school attendance boundaries, the administration restudied the district's boundary policy to determine ways of introducing greater flexibility in its operation. On September 4, 1962, the Superintendent recommended to the Board of Education that the attendance boundaries be supplemented by a plan of open enrollment. Primary purpose of the plan is to provide parents with the opportunity to send their children to a school of their choice outside the area of their residence when that school is being used below capacity. This plan was approved on December 26, 1962, for the 1963-64 school year, and registrations for open enrollment were scheduled during the period February 1 through 10, (Appendix, No. 5). This time schedule provided opportunity to program students for the fall semester and arrange teacher transfers necessitated by changing enrollments. However, due to the plea of a small number of parents that they had learned of the plan too late to register, an additional registration period was approved during the opening days of school in September. 2285 possible openings were listed, 1587 applications were received, and 1140 open enrollment transfers were effected.

5. Problem: Racial Imbalance and School Boundary Changes

   Action: Change in Rules and Regulations of the Board, careful study of racial effects of boundary changes, encouraging continual reevaluation of school boundaries.

Sections 2010 and 2011 of Title V of the California Administrative Code require that factors relating to ethnic composition be considered in any changes of school boundaries. The Board promptly took ethnic composition of residents into consideration in deciding on boundary changes for the school year 1963-64. In the revising of the administrative bulletin on school attendance areas, ethnic factors will be included as one consideration in the establishment of school boundaries. Further, the administration was requested to review present attendance boundaries for the purpose of determining the advisability of recommending any revisions.

6. Problem: What Are the Facts Regarding Racial Imbalance in the Schools?

   Action: A race count of students and staff immediately upon approval from the District Attorney's Office, June, 1963.

Some organizations as well as individuals urged the Board of Education to conduct a race count of students and staff in order to secure factual data relating to racial imbalance in the schools. Each request was disapproved by the District Attorney's Office as questions were raised relative to the use to be made of such data. However, when the Citizens Equal Educational Opportunities Committee indicated that such information was essential to carrying out the charge by the Board of Education, the District Attorney's Office gave approval for a race count to be made. This material has been given to the Citizens Committee and has also been analyzed by the administration and discussed with the Board.

7. Problem: The Effect of Open Enrollment Upon Racial Imbalance

Action: Study of race count information, approval to continue the program, February, 1964.

In complying with Sections 2010 and 2011 of Title V of the Administrative Code, the Board of Education made a careful examination of the effect of open enrollment upon the racial composition of the schools. It was noted that many student transfers made no significant change in the racial composition of the schools involved. However, a sizeable number of Negro students did leave schools with predominantly Negro student bodies to attend schools with predominantly Caucasian student bodies. After a thorough study of the data, the Board of Education concluded that the student transfers under the open enrollment plan had supported the intent of the sections in the Administrative Code, and, therefore, approved its continuance. (See summary of analysis, Appendix, No. 6.)

8. Problem: Relationship of Achievement to Racial Imbalance

Action: Study conducted by Research Department of the Oakland Public Schools.

The question has frequently been raised as to whether students of high ability perform as well in schools which are predominantly Negro in student body as contrasted to schools with student bodies which are well integrated or are predominantly Caucasian. In this study, the schools were selected on the basis of information supplied by the race count; the test information was supplied by the Educational Testing Service. Results indicated that students of high ability performed approximately the same regardless of the racial composition of the student body. There was also a striking uniformity in the performance of the students of average and low ability (Appendix, No. 7).

9. Problem: Lack of Instructional Material Relating to the Contribution of the Minorities to American Culture

Action: Board study and concern; resolution sent to legislators; district policy statement; staff efforts to supplement instructional materials.

Considerable concern has been expressed by staff members and lay citizens relative to the dearth of information on minority group contributions to American culture. This is particularly true of the contributions of the American Negro.

The Oakland Board of Education established a formal policy statement indicating that in the purchase of instructional materials preference would be given to those which accurately portrayed the role of the minority groups in the development of our country. Further, a resolution was sent to the State Board of Education urging a similar policy on a statewide basis (Appendix, No. 8).

The staff has developed several resource guides for teachers relating to this subject which are presently being used on a study basis. These are discussed later in the section relating to programs.

10. Problem: Should Gifts from Parent Organizations be Permitted to Be Directed to the Neighborhood School?

Action: Study; continuation of present policy.

The Board gave careful thought to the charge that parent organization gifts to their neighborhood school resulted in unequal educational opportunities and, therefore, such gifts should be redirected to underprivileged areas of the school district or not be permitted. Following considerable discussion and thoughtful deliberation, the Board concluded that parent support and enthusiasm for the neighborhood schools should be encouraged, and that of necessity there would be some differences in parent organization "gifts" but that such differences are not as important as maintaining parent interest and involvement in the school program. The administration was encouraged to interest parent organizations in the school and the achievement of students to the highest extent possible.

11. Problem: Are Instructional Supplies Allocated on an Equal Basis to All Schools?

Action: Report of administration to the Board on supply procedures.

The question of whether supplies are allocated to each school on an equal basis was given careful study by the Board of Education. It was found that supplies are allocated on a per pupil basis with equal treatment to all schools throughout the district, and endorsement was given for continuation of the existing program.

12. Problem: Board of Education Policy Relating to Discrimination in Housing

Action: Statement by the Board of Education to legislators, June 4, 1963.

Each of the members of the Board of Education has expressed his or her support of equal opportunities for all, and each has deplored any procedures or practices which discriminate on the basis of race, color, or creed. Consequently, when the question of unfair practices in relation to housing was discussed a unanimous vote was cast for sending a statement to the legislators expressing the thinking of the Board members (Appendix, No. 9).

13. Problem: What Is the Employment Policy in Relation to Race and Where Are Minority Group Teachers Assigned?

Action: Race count of staff; analysis of placement of minority group teachers; supplementing rules and regulations to support operational policy.

Oakland's stated policy for the employment of teachers indicates that "Certificated personnel are employed solely on the basis of merit. Applicants are judged on evidence of professional and personal qualifications, including educational background and experience. Confidential evidence is obtained from personal interviews, written recommendations, and placement office records."

In a careful study, the Board of Education found that within this policy Negro and other minority group teachers have been employed in Oakland for many years. Specifically, Negro teachers were included on Oakland faculties over 35 years ago, and through the years they have come to represent approximately 15 percent of the teaching staff. Minority group teachers make up 19 percent of the total teaching staff. This classification includes Negro, Spanish surname, Oriental, and other. The Board reaffirmed the district goal of securing high quality teachers and the policy of employment on the basis of merit. However, at the same time, the Board emphasized the need to secure high quality teachers from among the various minority groups.

In the placement of teachers, analyses revealed that a heavy concentration of Negro teachers were assigned to schools having predominantly Negro student bodies. However, minority group teachers were placed throughout the district, and it was noted that Negro teachers were assigned to every secondary school and to most of the elementary schools. Recognizing the priority of placing teachers according to educational needs, the Board of Education charged the administration to make every effort "to assign minority group teachers to schools throughout the district in order that each school faculty shall reflect the cosmopolitan nature of the Oakland community." This charge has been incorporated within the Rules and Regulations of the Board of Education which relate to the assignment of teachers.

14. Problem: Percentage of Counselors Representing Minority Groups

Action: Race count of counseling staff and report to Board of Education.

The question was raised with the Board of Education as to the number and percent of counselors representing the minority groups in our community, along with a question relating to the number of minority group teachers possessing the pupil personnel credential but not as yet assigned to counseling.

In a check of the counseling group in Oakland, it was found that 21 percent of the counselors are of minority groups and that 17 percent represent the Negro minority. At the present time, the director of counseling indicates a listing of 11 applicants for counseling assignments who possess the pupil personnel credential. Only one of these applicants (Oriental) is a member of a minority group. In the report to the Board of Education, the Superintendent emphasized that credential alone is not the sole criterion for the assignment of teachers to counseling, but that personal factors and successful experience in working with students, parents and faculty are given careful consideration.

Two counselors now on sabbatical leave are participating in programs in New York which deal with the counseling of the culturally disadvantaged. As a part of their training, they virtually are working as regular staff members of the New York City schools. One of these counselors is of Spanish background and has worked very closely with the Mexican-American Association in the Oakland area.

15. Problem: Are Teachers in the Low Socio-Economic Residential Areas as Well Qualified as Teachers in the Upper Socio-Economic Areas?

Action: Analysis of statistical data; a statement of a continuing concern and interest.

Charges have been made that the better teachers are assigned or transferred to the upper socio-economic levels of the city. Although this is hardly a matter to be judged on the basis of statistics, the administration brought to the Board a great amount of factual data relating to teacher assignments. This data did reveal that a greater over-all percentage of teachers in the poorer residential areas are on probationary status. It was noted that the lower percentage of tenured teachers was due to (1) increase in the size of faculties due to increased enrollments along with the decrease in class size as learning problems mounted with population changes; (2) teacher turnover, primarily due to mobility of young teachers on the staff; (3) some teacher transfers. However, although probationary teachers are new to Oakland, they are not necessarily new to teaching, and evidence also indicated that an obvious effort is made to assign experienced teachers to those schools having difficult learning problems.

The Board commended the work of the teachers in the low socio-economic areas of the city and urged the administration to strive (1) to secure high quality teachers to fill vacancies in these areas, and (2) to encourage experienced and capable teachers within our district to consider serving in schools in these areas.

16. Problem: Equality of School Housing

Action: Study of school buildings; closed out a junior high school; emphasis on maintenance program.

In analyzing the equality of school housing in various areas of the city, the Board has constantly checked in three areas: (1) the allocation of funds through a recently completed $40,000,000 bond program, (2) an appraisal of present school buildings, and (3) critical evaluation of maintenance work approved during the year.

A survey of the results of the recent bond program reveals a very equitable allocation of funds throughout the city. However, the growth of enrollment in many lower socio-economic areas has been greater than predicted as larger Negro families have taken over homes formerly owned by smaller Caucasian families.

Golden Gate Elementary and Junior High School was one of the focal points of concern in 1963 due to an enrollment far beyond the capacity of the school plant. The administration recommended that this school become an elementary school and that the junior high school be closed out over a two-year period. An analysis of the net effect upon racial balance brought about by the closing of Golden Gate Junior High School revealed (1) that 370 students would leave a school with a 93 percent Negro student body to attend a school with a 75 percent Negro student body, and (2) that 150 students, 92 percent of whom were Negroes, would leave a school with a 75 percent Negro student body to attend a school with a 21 percent Negro student body. The Board approved this recommendation on March 26, 1963.

Each year the administration submits to the Board of Education an itemized list of major maintenance work to be included in the budget. Every effort is made to assign maintenance work in largest amounts to the few older buildings remaining in the school district.

A comprehensive study of school housing needs is being carried on by a special citizens committee, and a report is expected in the spring of 1964.

17. Problem: Playground Area vs. Portables and Lower Class Size

Action: Study and endorsement of smaller class size; recommendation that future bond program provide both classroom and playground areas.

The Board gave careful consideration to a concern expressed relative to the large number of temporary classrooms located at the schools in low socio-economic areas and the consequent loss of playground area. Study indicated that the large number of temporary classrooms were needed in these schools due to the facts that (1) as Negro families moved into these residential areas the density of school population increased beyond the capacity of the school, and (2) the educational needs of the children demanded smaller classes, hence, automatically increasing the number of classrooms necessary.

In view of the educational needs, the Board endorsed the present practice but indicated their commitment to securing additional facilities along with enlarged play areas in a future bond program.

18. Problem: Site Selection and Racial Imbalance

Action: Change in Rules and Regulations of the Board of Education.

The Board of Education in conformity with new provisions included in the California Administrative Code approved the inclusion of the following statement in the Rules and Regulations of the School District:

> "1025-1. Purchase of school sites and site additions, with criteria for selection of new school sites based upon the following (as described in California Administrative Code Section 2001):
>
> (a) accessibility, (b) environment, (c) ethnic composition of the area, (d) size, (e) form and orientation, (f) topography and soil, (g) cost."

19. **Problem:** Firms Violating Fair Employment Practices Act Regulations

Action: Requested policy statement from District Attorney's Office.

The Board of Education has expressed concern relative to establishing contracts with business firms which may be operating in violation of the Fair Employment Practices Act. Consequently, the District Attorney was requested to formulate a statement of policy appropriate to the authority vested in the Board as the elected representatives of the school district.

III
COMPENSATORY EDUCATION PROGRAMS

In the Oakland Public Schools there are a large number of educational programs which are specifically designed to aid low achievers and culturally disadvantaged youth. These programs will be discussed briefly under the following seven headings: General Activities and Services Contributing to Compensatory Education; Oakland Interagency Project ("Ford Foundation Project"); State Compensatory Education Program ("McAteer Projects"); Ten School Project; Individual School Programs; Other Special Projects; and Coordination.

General Activities and Services Contributing to Compensatory Education

1. Pupil Personnel Services

Pupil personnel specialists providing guidance, attendance, and psychological services play a definite role in the compensatory education program. They work with individual pupils, with teachers, and with parents. There are expanding demands for their services and case loads have grown greatly in recent years. Increasing demands upon the time of these consultants and specialists are developing especially in the geographic areas of the city where there are large numbers of these educationally disadvantaged. Attendance referrals provide an illustration of the differential demands. During 1963 one high school with an enrollment of 1100 pupils referred 739 attendance problems. Another high school with twice the enrollment referred only 357 attendance problems. Two junior high schools with approximately equal enrollment had respectively 22 and 1300 cases of truancy serious enough for referral to the attendance worker.

School social workers, psychologists, and psychometrists could furnish other examples of the differences in needs and in services provided to various segments of the school population. The culturally disadvantaged present more problems. These problems are often much more serious and complicated, and the demands on the time of the field workers become extreme in underprivileged areas of the city.

2. Health Services

Schools with large enrollments of culturally disadvantaged also require more of the services of school physicians and nurses. Again the nature of their work may be very different and much more time consuming than it would be in the higher socio-economic sections of the community. Unfamiliarity with principles of health, hygiene, and nutrition are part of the picture of cultural disadvantage. Health, attendance, and school achievement are so closely related that health services must be available to these children if educational handicaps are to be overcome.

3. Special Education

Cultural, social, and economic disadvantages are associated with poverty, poor housing, illiteracy and ignorance, lack of health services. It is inevitable that the disadvantaged segments of the population will have

more than normal percentages of childrer with serious handicaps. For these reasons, expanded special education programs play a definite part in compensatory education. Increased numbers of classes for the retarded, crippled, visually and auditorily handicapped, and emotionally disturbed are necessary to meet the needs of these children.

4. General Reading and Language Programs

Cultural and educational disadvantages are obviously manifested by failure to develop adequate language and verbal skills. Oakland's general instructional program with its emphasis upon language and reading is a basic part of compensatory education. Each secondary school offers reading workshops for students needing individualized instruction. Additional teacher time is provided so that small class enrollments may be maintained. Pupils are placed in reading workshops upon the recommendation of counselors and ordinarily these pupils have this instruction in addition to a regular English class. As a supplement to the workshops, reading laboratories with various special instruments, devices, and remedial materials have been installed in junior and senior high schools.

The elementary school program is particularly concerned with development of the whole range of language skills. Among the particular features at elementary level are: (1) the split day in the primary grades which allows teachers time for work with smaller groups of pupils; (2) teachers on special assignment assisting primary grade teachers in techniques of teaching reading; (3) elementary teacher-librarians working with teachers and pupils in stimulating interest in reading and making more effective use of school libraries; and (4) general elementary supervisors emphasizing the problems of language and reading.

Summer schools provide additional opportunities for improving language skills. The elementary summer school is devoted entirely to reading and language development and enrolls only pupils who need special help in these areas. Approximately 1000 elementary school pupils obtain expert assistance each year in the summer schools. Junior and senior high schools offer a variety of remedial as well as enrichment courses during the summer.

5. Surveys and Screening Tests

Systematic programs of identifying pupils with special needs play a key role in determining and shaping the nature of efforts at compensatory education. Such programs of identification are regular activities of a number of departments within the Oakland Public Schools. Checks of vision and hearing are carried on at certain grades. Dental health and general physical condition are examined by the health staff -- particularly in the schools where visits to the family physician are not common and usual. The Research Department carries on a regular program of group testing of ability and achievement which assists in the identification of pupils having special learning problems or failing to make reasonable progress. The Department also provides intensive individual testing and psychological study of pupils who appear to need this service.

6. Allotment of Teaching Staff

For many years Oakland has followed the policy of assigning proportionally more teachers to schools in which pupils have greater educational handicaps. This has the effect of generally reducing class size in the schools enrolling large proportions of culturally disadvantaged pupils. A recent report from the Research Department (Appendix, No. 10) indicates the substantial difference in average class size in various schools. For example, in elementary schools with 80 percent or more Negro pupils, the median class has three fewer pupils than the median class in schools with 10 percent and less Negroes. In the junior and senior high schools there is an average difference in class size of five pupils between the schools with highest Negro enrollment and the schools with lowest Negro enrollment. It is important to note that this differential in teacher allotment costs several hundreds of thousands of dollars annually and represents the Board of Education's heaviest commitment to compensatory education.

7. In-Service Training for Compensatory Education

Oakland has recognized that full development of the potential of pupils from culturally diverse backgrounds requires special skills and understandings on the part of its staff. For this reason a great deal of time and effort has been devoted to in-service training.

Since 1961 the In-Service Planning Committee has concentrated on cultural diversity and the problems of compensatory education. For several years the Summer Workshop for teachers has had groups and conferences on the subject of "working with cultural diversity." In 1962-63 expert consultants (Dr. Mary Alice Sarvis, psychiatrist, and Dr. Ruth Landes, cultural anthropologist) conducted district-wide meetings dealing with the characteristics and problems of children from diverse cultural backgrounds. Followup discussion groups in the schools explored the classroom applications of materials presented by the consultants.

The first leadership conference on problems related to cultural diversity (Appendix, No. 11) was held in August, 1963. This all day meeting was attended by the total Oakland administrative and supervisory staff. Among the speakers were:

Donald P. McCullum, President of Oakland Branch N.A.A.C.P.

Tad Masaoka, Intergroup Relations Specialist, Urban Renewal Administration, U. S. Housing and Home Finance Agency

Wilson C. Riles, Consultant in Certificated Employment Practices and Executive Secretary of Commission on Discrimination in Teacher Employment, California State Department of Education

Henry J. Rodriguez, President of Mexican-American Political Association of Alameda County

Whitney M. Young, Jr., Executive Director of National Urban League

In December, 1963, a group of nationally known consultants was brought to Oakland to discuss the educational problems of large cities. Included were Dr. Frank Riessman, Consultant, Mobilization for Youth, New York City; Dr. Samuel Shepard, Deputy Superintendent of Schools, St. Louis, Missouri; Mr. Joseph Lyford, member of a Board of Education on the West Side of Manhattan and Executive of the Center for the Study of Democratic Institutions; and Dr. Samuel Brownell, Superintendent of Schools, Detroit, Michigan. These experts conducted a conference on "Education in Urban Areas" for the Oakland Citizens Committee on Equal Educational Opportunities and also made presentations to members of the teaching and administrative staff of the schools. Tapes were made of these presentations and written transcripts developed for further study by the staff.

The Professional Library and the Audio-Visual Education Department have been very active in organizing and developing materials dealing with diverse cultural groups, human relations, and intergroup education for use of teachers. These in-service materials include books and periodical literature, recordings, film strips, and moving pictures. They deal with such topics as the background and history of culturally diverse groups, contributions of minorities to American life, sociological studies of the problems of minority groups, reports of compensatory education programs throughout the nation, descriptive accounts of successful teaching techniques and methods appropriate for use with the culturally diverse. An annotated and descriptive list of all available materials, now being prepared, will increase the usefulness of the materials.

Next major advance in staff training for work with culturally diverse pupils is envisaged as a comprehensive three-year program of in-service efforts. A proposal for a massive effort costing approximately $200,000 per year has been submitted to the U. S. Department of Health, Education, and Welfare. The University of California is an active participant in the planning of this proposal.

8. Pre-Service Training for Work with Culturally Disadvantaged

Increasingly it has been recognized that prospective teachers should be acquainted with problems of education of the culturally disadvantaged. An expanded program for this purpose has just been initiated by the Oakland Public Schools and the School of Education of the University of California. This program will provide prospective teachers with the experience of working in elementary schools in depressed areas and give them an understanding of the educational problems and needs of the children.

The three-phase program includes a pre-student-teaching observation-participation experience two hours a day for two days a week in the classrooms, observing teachers and assisting pupils on a one-to-one basis. These sessions are followed immediately by a third hour of group discussion. Students meet on the U. C. campus for discussion and interpretation of the elementary school program in these classrooms. Special bus

transportation is available to and from the University and the Oakland elementary schools.

Second phase of the program is a continuation of the regular student teaching program but with emphasis on the selection of students who are interested in working in culturally deprived areas.

Third phase of the new program provides training for interns at the elementary school level. This is similar to the University's secondary intern program but will emphasize placement in kindergarten through sixth grade in culturally deprived areas of the city. Students receive their elementary school teaching credentials only after meeting University requirements.

There is no prior commitment by Oakland to employ students enrolled, or for students to remain in Oakland. However, it is hoped that from this program will come new knowledge and perhaps new training techniques to benefit students, teachers, and teacher training institutions that will provide enthusiastic and dedicated teachers especially well trained for work in culturally deprived areas of large cities.

9. Development of Curriculum Materials

Major curriculum committees, especially the K-14 Language Arts Committee and the K-14 Social Studies Committee, have been selecting, organizing, and developing teaching materials for classroom use. Some of these materials are for general use throughout the schools and are aimed at developing attitudes and increasing the understanding of all pupils. Others are particularly appropriate for groups of pupils with special educational problems. Curriculum development has emphasized human relations, cultural diversity, and the achievements of minority groups. In the field of art many different races are depicted. Materials on Negro history are under preparation.

0. Adult Education Related to Compensatory Education

Culturally disadvantaged pupils have parents who are also disadvantaged. A key factor in the success of compensatory education programs is the involvement of parents.

The Adult Education Department has been developing services and offerings specifically aimed at assisting and working with parents in the less favored sections of the community. The extent of the Oakland program and its services to the culturally disadvantaged is indicated in the following report:

> During the school year 1962-63 cumulative adult education registrations in Oakland totaled approximately 16,070. The average number of active enrollments at any one time was approximately 4500. Ordinary observation tends to indicate that approximately 25 percent of the adult education students are minority group members with Negroes predominating. Adult education classes are offered to meet the needs of individuals

and in cooperation with the PTA and other community organizations, public and private, business and professional. These adult classes are established on the basis of worth-while educational purpose as measured by accepted standards. These standards are based on the important responsibilities of adult life including the job of making a living, of raising a family and maintaining an American home, of being responsible citizens, and of learning to make wise use of leisure time. To implement these four purposes, classes for adults are offered under four classifications:

Classification One consists of vocational and occupational training for pre-employment and advancement. Included under this classification are classes in business education for office and clerical positions, and other occupational training. Larger than average minority group enrollments under this first category were reported in classes including beginning typewriting, retail merchandising, job preparation, and electronics and radio.

Classification Two consists of vocational homemaking including parent education. This covers home sewing, cooking and nutrition, and parent education emphasizing growth and development of children at various age levels and parent-child relations. Greater than average proportion of minority group membership was reported in most sewing classes, with heaviest concentrations in the West Oakland and Madison areas. A number of parent education courses were organized during the year specifically to meet minority needs as follows:

Parent Leadership Training - Two classes for parents of Madison Junior High School 7th and 8th grade pupils enrolled in a future leaders program. Group discussion technique was used to probe various ways leadership is developed and the importance of the parents' supportive role in leadership development for their children. In addition to the Adult Education Department, the program is sponsored by the Bay Area Service League, Interagency Project, Stiles Hall, Madison Junior High School, and University YWCA.

Parent Discussion - Stonehurst Child Care Center in cooperation with the Interagency Project.

Parent-Child Observation Classes - Brookfield Recreation Center and Faith Presbyterian Church (near Golden Gate School).

Additional Parent Education Classes are pending as follows:

Parent-Child Observation Classes - A request from the Oakland Housing Authority based on the expressed need of Chestnut Court mothers has been discussed with the secretary of the Boys Club where facilities have been requested on a community service basis.

Parent Discussion - A course for parents of girls enrolled in an Interagency Project leadership group. Topics presented through speakers and discussion relate to behavior, responsibility, appearance, parent-child communication, school opportunities, etc.

Preliminary exploration is being made of a counseling-guidance service in which part-time consultants would work with parents on a group and individual basis.

Under Classification Three, academic subjects and training for citizenship, the majority of all adult education teaching hours are offered. This category includes such high school subjects as English, mathematics, U. S. history, American government, chemistry, physics, and foreign languages. It also includes adult elementary school subjects, citizenship preparation and English for the foreign born, civil defense and disaster training, traffic safety training, first aid, and public affairs classes and forums. Heavy concentrations of minority enrollments are found in adult elementary classes especially in West Oakland and to a lesser extent in the Madison area. Minority membership is also heavy in such basic subjects as general mathematics, U. S. history, American government and beginning high school English as well as driver training.

Aimed at attempting to reduce anti-social acts and to prevent juvenile delinquency among children apprehended by the police is a recently inaugurated adult education program entitled "Family Legal Responsibilities." At present four sections of the course which is being offered in cooperation with the Oakland Police Department are in session with parents and children in attendance.

Currently being offered under the third classification in the Madison area is a class in basic English and mathematics. During the previous year, an interesting instructional adult education elementary subjects course organized around adult life tasks and utilizing a team teacher and guest speaker approach was presented at Madison Junior High School in cooperation with the Interagency Project.

Representative of another type of minority were men and women from over 60 foreign lands who were enrolled in classes of citizenship and English for the foreign born in order to improve their English and knowledge of our society. The largest nationality group under this heading are the Mexicans followed in numbers by the Chinese.

Classification Four includes non-vocational shops, homemaking, fine arts, music, and other courses not classified as One, Two, or Three. Pending under Classification Four is a course in auto maintenance for minority youth of the Brookfield area to be offered evenings at Castlemont Adult School. Requested by the Interagency Project and the Oakland Recreation Department, the class centers on a common interest in

auto mechanics and is aimed at development of indigenous leadership among the prospective students. During 1962-63 a class in cabinet shop was also presented at Madison Junior High School.

Oakland Interagency Project ("Ford Foundation Project")

The Oakland Interagency Project was started in 1961. This project is an outgrowth of the Associated Agencies which began as a cooperative effort of the Oakland Public Schools and six other public agencies, including Oakland Police Department, Oakland Recreation Department, Alameda County Probation Department, Alameda County Welfare Department, Alameda County Health Department, and California Youth Authority. Today, there are nine agencies involved in particular aspects of the program but the activity is coordinated and inter-related so that it is truly a community effort.

The Interagency Project is one of the Great Cities Gray Areas School Improvement Programs financed in large part by the Ford Foundation. Among its aims is the treatment of "educational and other cultural handicaps affecting a substantial part of the population, arising from backgrounds of deprivation, and especially serious in their impact on children and youth."

The Interagency Project of the Oakland Public Schools is concentrated in four schools enrolling approximately 2500 students (Madison Junior High School, Sobrante Park Elementary School, Stonehurst Elementary School, Stonehurst Child Care Center).

The Project is in its second year. Following is a brief description of the program's major elements:

1. Pre-School

   Emphasis at Stonehurst Child Care Center is on working with a group of pre-schoolers (ages two to five) in an enrichment and language development program. The enrichment activities aim to provide a rich background of experiences preparatory to entering public school. Purpose is to determine the extent to which subsequent learning disabilities can be prevented, disabilities which begin to take their toll with many of these children the day they enter kindergarten.

2. Elementary School Reading and Language Development

   Sobrante Park School has language development classes at the first, third, and fourth grades. Stonehurst includes groups at kindergarten, first, and third. About 150 pupils are involved. The aim in all these classes is to develop and demonstrate new methods and materials and to evaluate the effects of an intensive effort concentrated in the early years.

3. Elementary School Counseling

   Both Sobrante Park and Stonehurst have a full-time counselor. Their activities encompass the following areas: (a) reception of newcomer parents and children to the school including an explanation of the school program, analysis of the child's educational history and his class placement, and establishment of a relationship with the parent which has resulted in

their increased involvement at both schools; (b) formation and supervision of teacher aide and "Big Brother" programs; (c) individual and group conferences with pupils and parents; (d) working with PTA; (e) teacher conferences and responsibility for faculty in-service, implementing the district-wide theme of cultural diversity.

4. Elementary School Libraries

A full-time librarian has been assigned to each of the elementary schools. All grades are served and all children are included in the program. The already good collections at the two libraries have been supplemented including the addition of paperbacks and the beginning of record collections. Children may check out books to take home. Circulation has been heavy and is increasing. The library is open during the lunch period and one hour after school four days a week. There has been great success with a noontime story hour, use of library aides, formation of library clubs and numerous related activities. The Project experimented with opening one of the libraries one afternoon a week during the summer.

In each of the three elementary programs described (reading, counseling, and library), unique features have been introduced as a result of cooperative arrangements between the schools and the Oakland Recreation Department.

5. Junior High

At Madison Junior High School, major emphasis is on an experiment which involves all of the school's approximately 300 seventh graders. Regular seventh grade English teachers and an assigned reading specialist work together in a unique pattern which might be described as a type of team teaching concentrating on the development of language skills. In addition, a counselor is assigned full time to work with these students with particular reference to motivation and with major attention to the involvement of parents.

Two Project activities at Madison merit special comment in that they embody unique features including heavy participation by parents. The Future Leaders Club and a girls' service group called "The Elites" involve approximately 100 students and about 75 parents. The leadership group is a cooperative effort of the Project at Madison, the University of California YMCA and YWCA, the Bay Area Service League, and the school district's Department of Adult Education.

6. Youth Study Centers

Purpose of this program is to provide a quiet place, outside of regular school hours, where students may study and receive help with their school work.

The first center was opened in November, 1962. By the end of the school year, nine centers were in operation, five of them financed from special funds allocated by the school district. At this point, about 600 students per week were being helped by a corps of over 100 tutors.

Tutors at the centers represent some combination of volunteer teachers, college students, laymen, and secondary school students. The latter group is paid for two to four hours of tutoring a week. These students are chosen on the recommendation of their counselors. During the summer of 1963, 80 students took part in a workshop to prepare them for assignment as tutors. As part of their training, they worked as teacher-aides in the district's summer school program. These students represent a trained nucleus of help. It is estimated that as many as 150 student tutors plus volunteer teachers, college students, and laymen will be involved in this year's program. They will be assisting an average of about 1000 students each week at 15 centers throughout the city. Seven of these centers are financed by regular school district funds allocated by the Superintendent.

Each study center has a paid coordinator responsible for developing and maintaining an orderly routine and a proper climate for study. The Baymont District Community Council supports the neighborhood centers by having representatives serve as the nucleus of a Youth Study Center Advisory Committee.

7. Adult Education

As described in a previous section, the Interagency Project has placed heavy emphasis on the involvement of parents and on adult education. During the spring semester of 1963, eight adult courses were conducted for the Project.

8. Cultural Enrichment

The objective in this area is to provide a wide variety of activities aimed at enriching the experiences of children, many of whom have had little exposure to life beyond their own immediate environment. During the 1962-63 school year, the Project subsidized a total of 25 field trips involving over 1200 students. (Examples: Children's Fairyland, Oakland Museum, Bay Area Tour, State Legislature in Sacramento.)

9. In-Service

Great importance has been attached to developing increasing awareness of and skill in working with culturally different and educationally disadvantaged students. The Project's efforts in this field have been part of the larger district-wide program described above. The Oakland Project of the University of California Extension Division has been very helpful in the planning of these programs and locating and providing appropriate university resource people.

State Compensatory Education Program ("McAteer Projects")

During the summer of 1963 the California Legislature approved Senate Bill 115 -- the McAteer Act -- providing for experimental programs for culturally disadvantaged youths. Proposals from 24 school districts were approved for pilot projects with partial reimbursement from the state for excess costs.

The Oakland Public Schools received approval for the following activities under this state program:

1. Counseling, Occupational Exploration, Remedial Education Project

   This program is being conducted at Oakland Technical and McClymonds high schools. Approximately 200 selected students are directly involved in some phase of the program. Among the plans are additional counseling service, opportunity for actual vocational experience, experimentation with more flexible school programs, intensive remedial work where needed.

2. Language Development Project

   All students from kindergarten through the sixth grade at Willow Manor Elementary School, over 400 students, are included in this program. Emphasis is placed on the development of vocabulary, speech, and language. Many opportunities are provided to hear and practice accurate language patterns and there is a substantial increase in daily language activities. Tape recorders, audio-visual aids, and various types of special instructional materials are used. This is an attempt to see whether an intensive effort to improve the vocabulary and language development of culturally deprived pupils will improve later school progress and achievement.

3. Achievement and Motivation Project

   This includes 90 selected pupils at Golden Gate Elementary Schools. Assuming that educational retardation has a variety of causes, an attempt is being made to identify, study, and remove these causes. Health, emotional, motivational, cultural, and achievement factors will be attacked through programs involving school, home, and community.

In each of these projects additional staff is being provided by the School District. Each program is an extension or continuation of work already in progress, and planning has been going on for some time. All make use of many community resources and involve work with parents as well as pupils. State approval was contingent upon detailed plans for evaluation. These are action programs and, at the same time, attempts to learn how better to work with the particular problems of a special group of pupils.

Ten School Project

Ten elementary schools with large enrollments of disadvantaged pupils have been concentrating on the development of appropriate educational opportunities. The schools are Clawson, Durant, Franklin, Hammarskjold, Hawthorne, Lazear, Longfellow, Prescott, Santa Fe, and Webster.

The principal and faculty of each of the ten schools have been and are working together to gain better insight into their problems and to improve their teaching techniques and instructional programs in all academic areas with particular stress in the reading program. Programs so devised are being

carried on by the regular school faculty without the help of any special personnel not regularly assigned to the elementary schools. A group of resource people from our own supervisory staff and guidance and research personnel are available to work in a cooperative and supplementary effort with the principal and faculty of each school.

Three basic goals have been agreed upon by all members of this project. The major outcomes to be sought as a result of individual programs within each school are: (1) substantially improved academic achievement, (2) improved self-image concept on the part of each student, and (3) parental involvement in the program of the individual student and, in general, the program of the entire school.

All of these schools have in one way or another instituted programs stressing the worth and value of academic achievement and the importance of consistent study habits. Efforts are made at each school not only to encourage but also to recruit parents to become involved with the learning activities of their children both at school and in the home.

The concept of working just a notch above what all previous academic efforts have indicated has been involved with each program. There is an emphasis on completed work, homework, reading assignments, individual study habits, pupil-help-pupil concept, and the worth and value of being able successfully to perform academic tasks as required by the school.

Practically all of the schools in the Ten School Project improved their scores in reading in both the fourth and sixth grade survey tests, even though most of them were in the formative stages of planning programs which would be in effect this school year.

Principals of these ten schools meet regularly with the assistant superintendent in charge of elementary schools, together with the director of elementary school education and the supervisors assigned to these schools, to exchange information and to make periodic progress reports as to the nature and implementation of the program.

As a result of this program, there is in a stage of development a diagnostic reading test designed to be given individually, and to an important degree to pinpoint the reading disability of the student being tested.

This program has helped these ten schools to focus all of their efforts in the upgrading of their programs of instruction and the attitudes of all their students toward this program. In essence, it is a program of higher horizons being accomplished on a regular school budget and teacher assignment.

Individual School Programs

There are special projects and in-service activities in a large number of schools. The ultimate aim in each case is the improvement of instruction, of learning, and of educational opportunity. Of utmost importance are the faculty-sponsored activities at the individual school designed to meet the particular

needs of the pupils in that school. A report on the low achiever (Appendix, No.12), presented to the Board of Education in the spring of 1962, included a listing of the variety of activities conducted in individual schools at that time. Present programs carried on by the individual schools are too numerous and varied to be included here; however, several are described below.

1. Diagnostic and Remedial Reading Project

Highland School has been working intensively with a group of Negro children of average or better ability who are retarded in reading. The following report was prepared by the teacher-reading specialist at the school:

"The children who participated in the remedial reading program from the third and fourth grades were selected on the basis of scores obtained from the Stanford Reading Tests. Then the children were given a group of diagnostic tests to determine their specific reading disabilities. These children were then organized in groups of six according to their type of reading disability. The children needing the most help met every day for one hour. Two groups met three hours a week and two groups met two hours a week.

"Group instruction was given each day and was followed by individual drill and help. The tape recorder was used to improve oral reading. The program was based on the idea of accepting each child and his problem and building from his present level of development. Many of these children had emotional problems that were affecting their progress in reading. Some time during each session was devoted to helping work through these problems.

"The children were encouraged to do recreational reading in two ways. First, a reading table was set up filled with books of high interest and low vocabulary. Then, by working very closely with the children's librarian at Elmhurst Library, a special shelf was set up for the children in the program at that branch. We took regular trips to the library and she had a story hour during each of our visits. All of the children now have cards and most of them are going to the library on their own.

"The children were tested again in May and out of the group of 31, 17 should be ready to return to the class and should do at least average work in a group within the class. Some of the others will need additional help in the fall for various reasons. Several still need the emotional support of a small group. Others still have not reached the level at which they can work. Still others will continue to need the concentrated type of work the program provides.

"The five second graders we had in the program were selected on the basis of the scores on the Gates Test and on teacher recommendation. By taking children from this grade level, we can lessen the frustration that begins to mount as a child falls behind his reading group. The gains shown on the reading tests were smaller than those made by the older group.

However, they made very good gains in the mastery of the basic primary vocabulary and this should begin to show in progress in the basic reading. This group will be continued in order to see what progress they will make after the help they received this term."

2. Primary Class for Spanish-Speaking Students

Still in the planning stages is a proposal for special work with pupils who come from Spanish-language backgrounds. There are substantial numbers of such pupils concentrated in Garfield Elementary School. Using a teacher with fluency in Spanish and familiarity with the background and culture of these pupils, an attempt will be made to convert the pupils' liabilities into assets. Spanish will be used as a springboard to improving facility in both languages.

3. Longfellow Center for Academically Talented

Selected pupils from various schools in disadvantaged areas of West Oakland are transported to Longfellow Elementary School. Pupils are nominated by teachers and principals on the basis of better-than-average academic potential. Unlike the various "gifted" programs, selection for this program is not based upon "intelligence" tests. Typically the two best sixth grade pupils from each of a number of neighboring elementary schools are selected and given opportunity for exploration and educational development in a small class with special facilities.

Other Special Projects

A number of other special programs are in various stages of development or initiation. Each of these activities requires additional resources. Support and cooperation is being obtained from other agencies.

1. Pre-School Program for Culturally Disadvantaged Children and Parents

This program is an extension of initial experimentation described above in the Interagency Project. Included in the staff will be nursery school teachers, adult education instructors, a social worker provided by the County Welfare Department, a school nurse, and paid teacher aides. There will be an attempt to develop the learning and social skills of the children, to increase the understanding of the parents, to furnish cultural enrichment opportunities for both parents and children, to make sure that community health services are available to families, and to build communication channels between home, school, and community.

2. Program for Pregnant Girls

Last year 160 girls in Oakland were known to have left school because of pregnancy. Most of these school-age expectant mothers do not receive instruction, adequate health care, or wholesome recreation. A small number may receive a limited amount of home instruction from the schools. Booth Memorial Hospital (Salvation Army) provides for a limited number of unwed mothers.

Rarely do any of these girls return to school or complete high school. There is real need for a program to strengthen their physical, emotional, and mental health as well as to provide continuity in their education.

A coordinated program for pregnant girls has just been authorized under the auspices of the Oakland Interagency Project. Cooperating agencies include the Y.W.C.A., the Oakland Recreation Department, the Alameda County Health Department, the Alameda County Welfare Department, the Probation Department, the California Youth Authority, as well as the Oakland Public Schools.

3. Program for Educationally Handicapped Minors (AB 464)

In 1963 the California Legislature passed Assembly Bill 464 which provided funds for approved programs for "educationally handicapped minors." An educationally handicapped minor was defined as one whose learning problems are associated with a behavioral disorder or a neurological handicap or a combination thereof, and who exhibits a significant discrepancy between ability and achievement.

Five specific Oakland programs have been approved for state financial assistance under this legislation. They include: (1) learning disability class in an institutional setting (Lincoln Home); (2) two elementary classes in different geographic locations; (3) junior high school class; (4) senior high school class.

4. Youth Opportunities Project

A proposal for a comprehensive demonstration program for unemployed youth and school dropouts has been submitted to the U. S. Department of Labor for financing under the Manpower Development and Training Act. The sponsoring agency is the Youth Opportunities Board of Alameda County, a legal entity formed under a Joint Powers Agreement by the State of California, The County of Alameda, the Oakland Unified School District, and the Alameda County Board of Education.

The three-year project is to be conducted jointly by the Oakland Public Schools and the State Department of Employment. Approximately 1200 boys and girls, 16 through 21 years of age, who are out of school and unemployed will be served annually.

Services will include remedial programs aimed at the immediate problems of these youngsters. Two neighborhood Training and Employment Centers will be established and staffed to provide for training, counseling, and eventually moving the out-of-school unemployed into full-time work.

Paralleling these activities will be an extensive long-term preventive program for in-school youth. Goals are the improvement of the holding power of the schools and improved preparation for young people entering the labor market. Services for these in-school youth will include extended guidance and counseling, expanded vocational testing and career

guidance services, development of work experience programs and other special combinations of school and employment, and intensive efforts to increase job placement opportunities for youth.

The proposed project will make a major impact through services offered and should also produce a great deal of useful information regarding the nature and extent of the dropout problem and possibilities of solutions.

Coordination

The Board of Education and the administration have for some time been aware of the importance of providing coordination and leadership for the varied activities related to compensatory education. Up to this time the Superintendent and his immediate staff have shared these functions, but the program is now so extensive that a full-time director is to be appointed. The position of director of special opportunity programs and compensatory education projects has been included in the 1964-65 budget and it is expected that an appointment will be made before the fall term.